



EXPEDITIONARY
LEARNING

Grade 6: Module 3A: Unit 2: Lesson 13

Researching Facts



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</p> <p>I can conduct short research projects to answer a question. (W.6.7)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can research to find factual information to use in my newspaper article. 	<ul style="list-style-type: none"> Researching Factual Information graphic organizer

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Unpacking the Learning Target (3 minutes)</p> <p>2. Work Time</p> <p>A. Analyzing the Factual Information in the Model Newspaper Article (10 minutes)</p> <p>B. Researching Facts: Part 1 of the Jigsaw (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Triad Share: Part 2 of the Jigsaw (12 minutes)</p> <p>4. Homework</p> <p>A. Continue reading your independent reading book.</p>	<ul style="list-style-type: none"> In this lesson, students work in triads to research factual information about the 1906 San Francisco earthquake and fire to use as a basis for their newspaper articles. This is done in a jigsaw, so each triad is given a different research article and they partner up with another triad at the end to share what they have found. In advance: Prepare the research materials for each triad (see supporting materials. Each triad needs one research article, and you must have enough of each article for one per student. The articles provided are of a range of levels, so determine how to allocate the articles by considering the reading level of students in each triad. In addition to the article, each triad needs a glossary for their article. Post: Learning target.



Lesson Vocabulary	Materials
factual information	<ul style="list-style-type: none"> • Performance Task Prompt for the 1906 San Francisco earthquake and fire (from Lesson 1) • Model newspaper article: “Sandy wreaks havoc across Northeast; at least 11 dead” (from Lesson 12) • Model newspaper article factual information (for teacher reference only) • Newspaper Article Criteria anchor chart (from Lesson 12) • Researching Factual Information graphic organizer (one per student and one to display) • Research articles and glossaries (each triad should be allocated an article; see Teaching Note above) <ul style="list-style-type: none"> – The Great 1906 Earthquake and Fires of San Francisco (and glossary) – Timeline of the San Francisco Earthquake, April 18–23, 1906 (and glossary)

Opening	Meeting Students’ Needs
<p>A. Unpacking the Learning Target (3 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can research to find factual information to use in my newspaper article.” • Ask students to discuss in triads: <ul style="list-style-type: none"> * “What is <i>factual information</i>?” • Select volunteers to share their ideas. Listen for them to explain that factual information is information that is indisputable—it is definitely true and there is no arguing against it. Explain that the who, what, where, when, and why are usually compiled from factual information. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Reviewing the key academic vocabulary in learning targets can prepare students for vocabulary they may encounter in the lesson. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Analyzing the Factual Information in the Model Newspaper Article (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to reread the Performance Task Prompt for the 1906 San Francisco earthquake and fire. Focus on the overarching question (How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?) and the bullet that says the newspaper article must contain factual information. • Display the model newspaper article: “Sandy wreaks havoc across Northeast; at least 11 dead.” Ask students to reread it to remind themselves of what it is about. • Tell students they are going to work in triads underlining the factual information—the information that is definitely true. • Model this on the displayed newspaper article. Invite students to reread the first paragraph. Ask: <ul style="list-style-type: none"> * “Which information in this first paragraph is factual information? Which information is definitely true and cannot be denied or argued against?” • Select volunteers to share their responses. Listen for students to explain that “no longer a hurricane,” “Jersey Shore on Monday,” and “killing at least 11 people from West Virginia to North Carolina and Connecticut” are all facts. They are things that are undeniably true. Underline those facts on the displayed model newspaper article. • Invite students to work in triads doing the same thing with the rest of the article, marking up their own copies. • Circulate to support triads. Ask guiding questions: <ul style="list-style-type: none"> * “Is this factual information? Is it something that is undeniably true?” • Refocus the whole group. Cold call students to share with the class those facts their triads underlined. Underline appropriate responses on the displayed article. Refer to the model newspaper article factual information (for teacher reference only) to guide students toward how it should look. • Ask students to look over all of the facts and discuss in their triads: <ul style="list-style-type: none"> * “Why have these facts been included? Why does the reader need to know them?” * “How much of the article is factual information?” • Select volunteers to share their responses with the whole group. Listen for students to explain that the facts have been included to inform the reader about the destruction that Hurricane Sandy caused and that the majority of the article is factual information. 	<ul style="list-style-type: none"> • Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for students with lower levels of language proficiency and/or learning. • When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing. • Guiding questions provide motivation for student engagement in the topic, and give a purpose to reading a text closely. • Inviting students to discuss their ideas in triads before they record anything on their graphic organizers can help to ensure that all students are engaged in the thinking process. It can also provide additional support to ELL students.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask students to discuss in triads: <ul style="list-style-type: none"> * “So what can you learn from this for planning your newspaper articles about the 1906 San Francisco earthquake and fire?” • Cold call students to share their responses. Listen for them to explain that their newspaper articles must include a lot of facts to inform the reader. • Point out the word “Objective” (unbiased) on the Newspaper Article Criteria anchor chart (from Lesson 12). Tell students that by including a lot of factual information that is undeniably true, they can help keep their newspaper articles objective. • Ask students: <ul style="list-style-type: none"> * “So how are you going to get these facts?” <p>Select volunteers to share their responses. Listen for them to explain that they need to research to find out facts about the 1906 San Francisco earthquake and fire.</p>	
<p>B. Researching Facts: Part 1 of the Jigsaw (20 minutes)</p> <ul style="list-style-type: none"> • Display and distribute the Researching Factual Information graphic organizer. Invite students to read through the directions and the column headings with you. • Tell students that they are going to be researching facts about the 1906 San Francisco earthquake and fire that they could use in their newspaper articles. Explain that they are going to be doing a jigsaw so different triads will have different articles to research. Then they will come together at the end to share what they have found out. Tell students that this way they can share the workload of researching facts. • Distribute the research articles and glossaries. • Invite triads to begin researching. Remind students to discuss their ideas before writing anything on their individual graphic organizers. • Circulate to support students in reading the texts and underlining factual information. Ask guiding questions: <ul style="list-style-type: none"> * “Does this information answer the focus question: How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?” * “Is this factual information? Is it something that is undeniably true?” 	<ul style="list-style-type: none"> • If students have been grouped homogeneously, focus your attention on those triads who need additional support reading the research materials.



Closing and Assessment	Meeting Students' Needs
A. Triad Share: Part 2 of the Jigsaw (12 minutes) <ul style="list-style-type: none">• Invite triads to pair up with another triad to share the facts they have collected.• Invite triads to add any facts to their graphic organizer.	<ul style="list-style-type: none">• Inviting triads to share their work can function as a self-check and can enable triads to push each other's thinking further.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book.	



EXPEDITIONARY
LEARNING

Grade 6: Module 3A: Unit 2: Lesson 13

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Model Newspaper Article Factual Information
(For Teacher Reference)

Sandy wreaks havoc across Northeast; at least 11 dead

By Matt Smith, CNN

updated 1:32 AM EDT, Tue October 30, 2012

(CNN)—Though no longer a hurricane, “post-tropical” superstorm Sandy packed a hurricane-sized punch as it slammed into the Jersey Shore on Monday, killing at least 11 people from West Virginia to North Carolina and Connecticut.

Sandy whipped torrents of water over the streets of Atlantic City, stretching for blocks inland and ripping up part of the vacation spot’s fabled boardwalk. The storm surge set records in Lower Manhattan, where flooded substations caused a widespread power outage. It swamped beachfronts on both sides of Long Island Sound and delivered hurricane-force winds from Virginia to Cape Cod as it came ashore.

Sandy’s wrath also prompted the evacuation of about 200 patients at NYU Langone Medical Center.

“We are having intermittent telephone access issues, and for this reason the receiving hospital will notify the families of their arrival,” spokeswoman Lisa Greiner said.

In addition, the basement of New York’s Bellevue Hospital Center flooded, and the hospital was running off of emergency backup power. Ian Michaels of the Office of Emergency Management said the main priority is to help secure additional power and obtain additional fuel and pumps for the hospital.

The storm hit near Atlantic City about 8 p.m. ET, the National Hurricane Center reported. It packed 80-mph winds at landfall, down from the 90 mph clocked earlier Monday.

Superstorm Sandy's wrath

“I’ve been down here for about 16 years, and it’s shocking what I’m looking at now. It’s unbelievable,” said Montgomery Dahm, owner of the Tun Tavern in Atlantic City, which stayed open as Sandy neared the Jersey Shore. “I mean, there’s cars that are just completely underwater in some of the places I would never believe that there would be water.”

Model Newspaper Article Factual Information
(For Teacher Reference)

Dahm's family cleared out of Atlantic City before the storm hit, but he says he stayed put to serve emergency personnel. At nightfall Monday, he said the water was lapping at the steps of his restaurant, where a generator was keeping the lights on.

The storm had already knocked down power lines and tree limbs while still 50 miles offshore and washed out a section of the boardwalk on the north end of town, Atlantic City Mayor Lorenzo Langford told CNN. He said there were still "too many people" who didn't heed instructions to evacuate, and he urged anyone still in town to "hunker down and try to wait this thing out."

"When Mother Nature sends her wrath your way, we're at her mercy, and so all we can do is stay prayerful and do the best that we can," Langford said.

And in Seaside Heights, about 30 miles north of Atlantic City, Police Chief Thomas Boyd told CNN, "The whole north side of my town is totally under water."

Mass transit grinds to a halt

In New York, lower Manhattan's Battery Park recorded nearly 14-foot tides, smashing a record set by 1960's Hurricane Donna by more than 3 feet. The city had already halted service on its bus and train lines, closing schools and ordering about 400,000 people out of their homes in low-lying areas of Manhattan and elsewhere.

Flooding forced the closure of all three of the major airports in the area, LaGuardia, John F. Kennedy, and Newark Liberty. Water seeped into subway stations in Lower Manhattan and into the tunnel connecting Lower Manhattan and Brooklyn, while high winds damaged a crane perched atop a Midtown skyscraper under construction, forcing authorities to evacuate the surrounding area.

New York Mayor Michael Bloomberg told reporters there was an "extraordinary" amount of water in Lower Manhattan, as well as downed trees throughout the city and widespread power outages.

"We knew that this was going to be a very dangerous storm, and the storm has met our expectations," he said. "The worst of the weather has come, and city certainly is feeling the impacts."



Model Newspaper Article Factual Information
(For Teacher Reference)

The storm was blamed for more than 2.8 million outages across the Northeast. About 350,000 of them were in the New York City area, where utility provider Con Edison reported it had also cut power to customers in parts of Brooklyn and Lower Manhattan to protect underground equipment as the storm waters rose.

But as water crept into its substations, Con Ed said it had lost service to about 250,000 customers in Manhattan—including most of the island south of 39th Street.

Smith, Matt. "Sandy Wreaks Havoc across Northeast; at Least 11 Dead." CNN. Cable News Network, 30 Oct. 2012. Web.

Researching Factual Information Graphic Organizer

Name: _____

Date: _____

How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?

Directions:

1. Read through the text carefully. Use the glossary to help you with words that are unfamiliar.
2. Reread the text and discuss what is factual information and what isn't.
3. Underline factual information that answers the focus question for your newspaper article—information that is undeniably true and can't be argued against.
4. Ignore the first column for now.
5. Record the source in the second column (title and author).
6. Record the fact in the third column.
7. In the fourth column, describe how this fact answers the question: How did the 1906 San Francisco earthquake and fire affect the people of San Francisco?

Importance	Source (title and author)	Factual information	How does it answer the question?



The Great 1906 Earthquake and Fires of San Francisco

The California earthquake of April 18, 1906 ranks as one of the most significant earthquakes of all time. Today, its importance comes more from the wealth of scientific knowledge derived from it than from its sheer size. Rupturing the northernmost 296 miles (477 kilometers) of the San Andreas fault from northwest of San Juan Bautista to the triple junction at Cape Mendocino, the earthquake confounded contemporary geologists with its large, horizontal displacements and great rupture length. Indeed, the significance of the fault and recognition of its large cumulative offset would not be fully appreciated until the advent of plate tectonics more than half a century later. Analysis of the 1906 displacements and strain in the surrounding crust led Reid (1910) to formulate his elastic-rebound theory of the earthquake source, which remains today the principal model of the earthquake cycle.

At almost precisely 5:12 a.m., local time, a foreshock occurred with sufficient force to be felt widely throughout the San Francisco Bay area. The great earthquake broke loose some 20 to 25 seconds later, with an epicenter near San Francisco. Violent shocks punctuated the strong shaking which lasted some 45 to 60 seconds. The earthquake was felt from southern Oregon to south of Los Angeles and inland as far as central Nevada. The highest Modified Mercalli Intensities (MMI's) of VII to IX paralleled the length of the rupture, extending as far as 80 kilometers inland from the fault trace. One important characteristic of the shaking intensity noted in Lawson's (1908) report was the clear correlation of intensity with underlying geologic conditions. Areas situated in sediment-filled valleys sustained stronger shaking than nearby bedrock sites, and the strongest shaking occurred in areas where ground reclaimed from San Francisco Bay failed in the earthquake. Modern seismic-zonation practice accounts for the differences in seismic hazard posed by varying geologic conditions. As a basic reference about the earthquake and the damage it caused, geologic observations of the fault rupture and shaking effects, and other consequences of the earthquake, the Lawson (1908) report remains the authoritative work, as well as arguably the most important study of a single earthquake. In the public's mind, this earthquake is perhaps remembered most for the fire it spawned in San Francisco, giving it the somewhat misleading appellation of the "San Francisco earthquake". Shaking damage, however, was equally severe in many other places along the fault rupture. The frequently quoted value of 700 deaths caused by the earthquake and fire is now believed to underestimate the total loss of life by a factor of 3 or 4. Most of the fatalities occurred in San Francisco, and 189 were reported elsewhere.

"The Great 1906 San Francisco Earthquake." Earthquake Hazards Program. N.p., n.d. Web. <<http://earthquake.usgs.gov/regional/nca>



The Great 1906 Earthquake and Fires of San Francisco: Glossary

Article 1: The Great 1906 Earthquake and Fires of San Francisco	
roused	Woke someone up who was sleeping deeply
tremor	A shaking of the earth
toppled	Fell over because something became unsteady
pandemonium	A situation where there is a lot of noise and confusion because people are angry or scared or confused
ensued	Began as a result of something else
tectonic plates	Massive, irregular slabs of rock that cover Earth's surface.
populous	Having many people in relation to its size—an area with a lot of people in a small space is populous, but an area with a lot of people in a large space is not very populous
sporadically	Happening often and regularly but not continuously
buckled	Became bent or curved because of heat or pressure
decimated	Destroyed a large part of something
infernos	Very large and dangerous fires

Timeline of the San Francisco Earthquake, April 18–23, 1906

April 18, 1906

San Francisco was wrecked by a Great Earthquake at 5:13 a.m., and then destroyed by the seventh Great Fire that burned for four days. Hundreds, perhaps thousands of trapped persons died when South-of-Market tenements collapsed as the ground liquefied beneath them. Most of those buildings immediately caught fire, and trapped victims could not be rescued. Reevaluation of the 1906 data, during the 1980s, placed the total earthquake death toll at more than 3,000 from all causes. Damage was estimated at \$500,000,000 in 1906 dollars.

Fire Chief Engineer Dennis T. Sullivan was mortally wounded when the dome of the California Theatre and hotel crashed through the fire station in which he was living at 410-412 Bush St. Acting Chief Engineer John Dougherty commanded fire operations.

The earthquake shock was felt from Coos Bay, Oregon, to Los Angeles, and as far east as central Nevada, an area of about 375,000 square miles, approximately half of which was in the Pacific Ocean. The region of destructive effect extended from the southern part of Fresno County to Eureka, about 400 miles, and for a distance of 25 to 30 miles on either side of the fault zone. The distribution of intensity within the region of destruction was uneven. Of course, all structures standing on or crossing the rift were destroyed or badly damaged. Many trees standing near the fault were either uprooted or broken off. Perhaps the most marked destruction of trees was near Loma Prieta in Santa Cruz County, where, according to Dr. John C. Branner of Stanford University, “The forest looked as though a swath had been cut through it two hundred feet in width.” In little less than a mile he counted 345 earthquake cracks running in all directions.

U.S. Post Office at Seventh and Mission sts. was dreadfully damaged by the earthquake. Assistant to the Postmaster Burke said, “walls had been thrown into the middle of various rooms, destroying furniture and covering everything with dust. In the main corridors the marble was split and cracked, while the mosaics were shattered and had come rattling down upon the floor. Chandeliers were rent and twisted by falling arches and ceilings.”

Fireman James O'Neill, drawing water for the horses in Fire Station No. 4 on Howard Street opposite Hawthorne, was killed when a wall of the American Hotel collapsed onto the fire station. Police officer Max Fenner was mortally wounded when a wall collapsed upon him at 138 Mason Street.

All telephone and telegraph communications stopped within the city, although some commercial telegraph circuits to New York and to India, via the Pacific cable at the Ocean Beach, remained in temporary operation.

Timeline of the San Francisco Earthquake, April 18–23, 1906

A messenger arrived at Ft. Mason at 6:30 a.m. with orders from Gen. Funston to send all available troops to report to the mayor at the Hall of Justice.

First army troops from Fort Mason reported to Mayor Schmitz at the Hall of Justice around 7 a.m.

At 8 a.m., the 10th, 29th, 38th, 66th, 67th, 70th and 105th Companies of Coast Artillery, Troops I and K of the 14th Cavalry and the First, Ninth and 24th Batteries of Field Artillery arrived Downtown to take up patrol.

Seventy-five soldiers from Companies C and D, Engineer Corps were assigned to the Financial District at 8 a.m., and another 75 along Market from Third Street to the City Hall at Grove and Larkin streets.

A major aftershock struck at 8:14 a.m., and caused the collapse of many damaged buildings. There was much panic.

Second day session of the Grand Chapter of the Royal Arch Masons of the state of California fifty-second annual convocation. The group met after the earthquake but evacuated before the temple at Montgomery and Post streets was destroyed by fire. The Masons listed the date as April 18, A.I. 2436, A.D.

At 10 a.m. Headquarters and First Battalion 22nd Infantry, were brought from Ft. McDowell by boat, and were held for a time in reserve at O'Farrell St. They were later utilized as patrols and to assist the fire department.

At about 10:05 a.m. the DeForest Wireless Telegraph Station at San Diego radioed press reports of the disaster at San Francisco to the "U.S.S. Chicago." Admiral Caspar Goodrich immediately ordered fires started under all boilers, and after a confirmation message from the Mayor of San Diego, the "Chicago" steamed at full speed for San Francisco. It was the first time wireless telegraphy was used in a major natural disaster.

At 10:30 a.m., the "U.S.S. Preble" from Mare Island, under the command of Lt. Frederick Newton Freeman, landed a hospital shore party at the foot of Howard St. to help the wounded and dying who sought help at Harbor Emergency Hospital.

Another fire broke out at 395 Hayes St. on the southwest corner of Hayes and Gough. It would become known as the "Ham and Egg" fire, and would destroy part of the Western Addition, the Mechanics' Pavilion, City Hall and then jump Market Street at Ninth.



Timeline of the San Francisco Earthquake, April 18–23, 1906

General Funston's staff abandoned the Dept. of California's Headquarters in the Phelan Building, across from the Palace Hotel, at 11 a.m. They did manage to save valuable records.

Winchester Hotel caught fire at Third and Stevenson streets and collapsed at 11 a.m.

Fort Miley troops, the 25th and 64th Companies Coast Artillery, arrived at 11:30 a.m.

Two earthquake in Los Angeles just before noon, about ten minutes apart. The quaking began as crowds gathered around bulletin boards to read the latest telegraphic dispatches from San Francisco. Thousands ran in panic when the earthquakes struck.

Hearst Building at Third and Market streets caught fire at noon.

Evacuation of the injured from Mechanics' Pavilion, Grove and Larkin, began at noon because of the spreading "Ham and Egg" fire. The wounded were taken to Golden Gate Park, Children's Hospital and the Presidio.

Mechanics' Pavilion took fire at 1 p.m.

St. Mary's Hospital at First and Bryant sts. was abandoned to the fire at 1 p.m. Patients were loaded aboard the ferryboat "Modoc" and taken to Oakland.

Entire area in the Financial District, behind the Hall of Justice, was on fire by 1 p.m.

Fires so threatened the Portsmouth Square area by 1 p.m. that General Manager Hewitt of the Dept. of Electricity decided to abandon the Central Fire Alarm Station at 15 Brenham Place in Chinatown.

Restaurant atop the Call, or Claus Spreckels Building, at Third and Market streets, took fire at 2 p.m.

Postal Telegraph operators transmitted their last message to the outside world as army troops ordered them from the building at 534 Market St., opposite Second St., at 2:20 p.m. because of the approaching fire.

Latest casualty count: 750 people seriously injured people were being treated at various hospitals at 2:30 p.m.

Dynamiting of buildings around the U.S. Mint at Fifth and Mission streets began at 2:30 p.m.
U.S. Army Signal Corps established Ferry Building telegraph operations at 3 p.m.

Timeline of the San Francisco Earthquake, April 18–23, 1906

Mayor Schmitz appointed the Committee of Fifty at 3 p.m. at the Hall of Justice. The mayor also said: “Let it be given out that three men have already been shot down without mercy for looting. Let it also be understood that the order has been given to all soldiers and policemen to do likewise without hesitation in the cases of any and all miscreants who may seek to take advantage of the city’s awful misfortune.”

The Mayor appointed ex-Mayor James Phelan to head the Relief Committee.

Fifty or more corpses had been buried by the police in Portsmouth Square by 5 p.m because the morgue and police pistol range could hold no more bodies.

Mayor Schmitz, at 8 p.m., was still confident that a good part of downtown could be saved. Unfortunately a possible arsonist set fire to the Delmonico Restaurant in the Alcazar Theatre Building on O’Farrell near Stockton, and that blaze burned into Downtown and to Nob Hill.

War Department received a telegram from Gen. Funston at 8:40 p.m., Pacific Coast time, that asked for thousands of tents and all available rations. Funston placed the death toll at 1000.

Firefighters attempted to make a stand at 9 p.m. along Powell St. between Sutter and Pine, but it was unsuccessful in keeping the fire from sweeping up Nob Hill.

Crocker- Woolworth Bank Building at Post and Market took fire at 9 p.m.

April 19, 1906

Governor Pardee arrived in Oakland at 2 a.m. He was supposed to arrive three hours earlier, but his train was stalled because of sinking of the track in the Susuin marshes. The governor said he would declare a bank holiday today.

St. Francis Hotel at Union Square caught fire at 2:30 a.m.

Mayor Schmitz and Capt. Thomas Magner of Engine No. 3 found a cistern at the Hopkins Mansion, Mason and California streets, at 4 a.m., and attempted to keep the fire from burning the structure. They were not successful.

Secretary of War Taft at 4 a.m. ordered 200,000 rations sent to San Francisco from the Vancouver Barracks.



Timeline of the San Francisco Earthquake, April 18–23, 1906

Secretary Taft ordered all hospital, wall and conical tents sent to San Francisco from army posts at Vancouver; Forts Douglas, Logan, Snelling, Sheridan and Russell, from San Antonio and the Presidio of Monterey.

Secretary Taft wired Gen. Funston at 4:55 a.m. that all tents in the U.S. Army were en route to San Francisco.

“Call,” “Chronicle” and “Examiner” printed a combined newspaper today on the presses of the “Oakland Herald.”

176 prisoners moved from city prison to Alcatraz.

“U.S.S. Chicago” arrived in San Francisco Bay at 6 p.m.

The Great Fire reached Van Ness Avenue during the evening. The army dynamited mansions along the street in an attempt to build a fire break. Demolition to stop the fire was ordered by Colonel Charles Morris of the Artillery Corps.

April 20, 1906

The fire burned as far as Franklin St. by 5 a.m., then attempted to circle south.

At the foot of Van Ness Avenue, 16 enlisted men and two officers from the “U.S.S. Chicago” supervised the rescue of 20,000 refugees fleeing the Great Fire. It was the largest evacuation by sea in history, and probably as large as the evacuation of Dunkirk during World War II.

Fire approached the Appraisers’ Building for a second time at 3 p.m. Lt. Freeman attempted to pump saltwater from the Bay but found that his hose connections would not fit those of the Fire Department, so the effort was abandoned.

Gen. Funston issued General Orders No. 37 which placed Lt. Col. George Torney of the Medical Department in full control of sanitation in San Francisco.

Gen. Funston wired War Department at 8:30 p.m. on status of the fire. He advised that Fort Mason has been saved, and some looters have been shot. His telegram said most casualties are in the poorer districts, South of Market St.; not many killed in better portion of the city.

Timeline of the San Francisco Earthquake, April 18–23, 1906

April 21, 1906

Haig Patigian's statue of President McKinley, commissioned for the city of Arcata, found in the rubble of a local foundry and saved by several artisans who carried it into the street.

The fire that swept the Mission District was stopped at 20th and Dolores sts. by three- thousand volunteers and a few firemen who fought the blaze with knapsacks, brooms and a little water from an operating hydrant at 20th and Church.

April 22, 1906

Fire Chief Engineer Dennis T. Sullivan died at the Army General Hospital at the Presidio at 1 a.m.

Father Ricard at the University of Santa Clara wrote to the "San Jose Mercury":

The earthquake period is gone. Once the pent up forces of nature have had a vent, nothing of a serious nature need be apprehended. At the most a succession of minor shocks may be felt and that's all. It is not unreasonable, therefore, for people to continue in dread of a new destructive temblor. People should fearlessly go to work and repair mischief done and sleep quietly at night anywhere at all, especially in wooden frame. Never mind foreboders of evil: they do not know what they are talking about. Seismonetry is in its infancy and those therefore who venture out with predictions of future earthquakes when the main shock has taken place ought to be arrested as disturbers of the peace.

Major-General Adolphus W. Greely, Commander of the army's Pacific Division returned to San Francisco.

United Railroad crews began stringing temporary overhead trolley wires on Market St., but did not repair the cable traction system in the street.

April 23, 1906

Governor Pardee told a newspaper reporter, "The work of rebuilding San Francisco has commenced, and I expect to see the great metropolis replaced on a much grander scale than ever before."

Imperial decree on the 30th Day of the Third Moon from Empress Dowager of China to send 100,000 taels as a personal contribution to the relief of the San Francisco sufferers. President Theodore Roosevelt declined the offer, as well as donations from other foreign governments.

"Timeline of the San Francisco Earthquake and Fire - 1906." Museum of the City of San Francisco. N.p., n.d. Web. <<http://www.sfmuseum.org/hist10/06timeli>



Timeline of the San Francisco Earthquake, April 18–23, 1906: Glossary

Article 2: Timeline of the San Francisco Earthquake, April 18–23, 1906	
tenements	A large building divided into apartments, usually in a poor part of town
liquefied	Turned something to liquid
rift	A crack or narrow opening in a rock
swath	A large strip of something
mosaic	A pattern or picture made by fitting small pieces of stone, glass, or other small objects together
convocation	A large, formal meeting of a group of people, especially church officials
miscreant	A bad person who causes mischief or harm
arsonist	Someone who deliberately starts a fire
cistern	A large container of water which supplies water to an entire building
casualties	The number of people who are killed or hurt in a war or an accident



Timeline of the San Francisco Earthquake, April 18–23, 1906: Glossary

Article 2: Timeline of the San Francisco Earthquake, April 18–23, 1906	
apprehended	(old fashion word) Understood something
succession	Happening one right after the other
foreboder	Someone who has a strong feeling that something bad will happen
venture	To say or do something in an uncertain way
seismonetry	The study of earthquakes
commenced	Began, started officially